**Weekly Plan for Developing Vocabulary** Assigned Chapters: \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_

Use the instructional models provided on pages 79-85 to develop your own weekly plan for 4 words that you selected across the two chapters your group was assigned from Hollis Woods. Remember to select words that are important to the plot of the story or words about key character traits.

**Day 1:** List your four **target words** and provide a **student-friendly definition** of each (p. 80)

1.

2.

3.

4.

**Day 2:** Design **sentence stems** to use each of your target words in a **sentence completion activity**. Notice, it’s not just fill-in-the-blank with the word; it’s actually asking students to complete the sentence using the word in a meaningful way (see p. 80).

1.

2.

3.

4.

**Day 3:** Design four questions that ask students to choose between pairs of target words in order to answer each question. Identify the two target words and the question (see p. 81-82).

1.

2.

3.

4.

**Vocabulary Plan (continued)**

**Day 4:** Choose pairs of words that are alike or different in some way. Craft the two sentences for each pair, using the model on the top of p. 83 to guide your thinking and wording.

1.

2.

3.

4.

**Day 5:** Design a multiple choice test that assesses children’s knowledge of the target words. Use the model on p. 84-85 to guide your thinking, but your target words will likely not be as similar to each other as the words in the text.